

RARITAN VALLEY COMMUNITY COLLEGE ACADEMIC COURSE OUTLINE

OTAH 102 – OTA STAGES OF HUMAN DEVELOPMENT

I. Basic Course Information

A. Course Number and Title: OTAH 102 - OTA Stages of Human Development ‘

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Spring Year: 2023

D. Effective Term: Fall 2023

E. Sponsoring Department: Health Science Education

F. Semester Credit Hours: 2

G. Weekly Contact Hours: 2

Lecture: 2

Lab: 0

Out of Class student work per week: 4

H. Prerequisites: Applicants must qualify for ENGL 111 - English Composition I with workshop or higher AND have Mathematics proficiency through Elementary Algebra (MATH 020) or qualify for Intermediate Algebra (MATH 030/MATH 030R)

Co-requisites: BIOL 124 - Human Anatomy & Physiology I
ENGL 111 - English I
PSYC 103 - Introduction to Psychology
OTAH 101 – Introduction to OT

I. Additional Fees: None

J. Name and E-Mail Address of Department Chair and Divisional Dean at time of approval:

Chair Linda Romaine: Linda.Romaine@raritanval.edu

Dean Sarah Imbriglio: Sarah.Imbriglio@raritanval.edu

II. Catalog Description:

Prerequisites: Applicants must qualify for ENGL 111 - English Composition I with workshop or higher AND have

Mathematics proficiency through Elementary Algebra (MATH 020) or qualify for Intermediate Algebra (MATH 030/MATH 030R)

Co-requisites: BIOL 124 - Human Anatomy & Physiology I
ENGL 111 - English I
PSYC 103 - Introduction to Psychology
OTAH 101 – Introduction to OT

This course focuses on the study of human development from birth through senescence, including the acquisition of controlled movement patterns in infancy, general principles of stability, mobility, and equilibrium as they influence posture and movement, and the neurological processes involved in the acquisition of motor control and motor learning. Also discussed will be the outcomes of early nervous system injury/impairment and the quality of movement deficits throughout one's development. Upon completion of this course the OTA student will be expected to demonstrate an efficient understanding of the aforementioned typical and atypical patterns of development, including neuromotor organization and development and postural control, as well as the specific chronological development of fine motor, gross motor, visual-motor, sensory-motor, graphomotor, and oral-motor skills. A combination of instructional tools, group discussions, student presentations, reflection, and case studies will be used as teaching tools.

III. Statement of Course Need:

- A. This course teaches the OTA student appropriate neuromotor and sensorimotor development throughout the lifecycle, from birth through senescence. It is essential that the OTA student have a firm understanding of typical and atypical development, as this lays the foundation for the ability to understand various diagnoses/clinical conditions, including the limitations/presentation of each, and makes it possible for the OTA student to develop clinical observation skills and perform activity analysis and synthesis (required later in the program). This course provides the OTA student with the solid knowledge base from which to build upon with their future learning opportunities. Students will be expected to utilize the information learned in this class throughout their future academic, fieldwork, and professional experiences.
- B. There is no lab in this course.
- C. This course is not designed for transfer.

IV. Place of Course in College Curriculum:

- A. Free Elective
- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant.

V. Outline of Course Content

A. Normal/typical neuromotor and sensorimotor development throughout the lifespan

1. Principles of motor development, motor control and learning.
2. Development and integration of primitive reflexes, righting, and equilibrium reactions
3. Development of postural control and proximal stability at the pelvic and shoulder girdles
4. Development of midline/bilateral skills
5. Development of gross motor skills, including primitive and more refined locomotion
6. Development of fine motor skills, including the specific development of the hand
7. Development of visual-motor/perceptual skills
8. Development of graphomotor skills
9. Development of oculomotor skills
10. Development of oral-motor skills and feeding
11. Development of cognition and academic/school-readiness skills
12. Development of sensory systems (somatosensory, vestibular, proprioceptive, tactile, visual, auditory, olfactory)
13. Development of self-care/self-help skills
14. Development of social skills

B. Abnormal/atypical neuromotor and sensorimotor development

1. Association of clinical conditions with development/developmental milestones.
2. Impact of motor delay on all aspects of development.

C. Progression through the stages of the lifespan, including infant to toddler, toddler to child, child to adolescent, and adolescent to young adult, middle adult, and older adult

1. Emotional and psychosocial development at each stage
2. Key life issues and considerations at each stage
3. Main contexts and environments integral to each stage

D. Theories of development and developmental theorists, including but not limited to

1. Nature vs. Nurture
2. Continuous vs. Interval
3. Piaget vs. Erickson vs. Skinner

VI. A. Course Learning Outcomes

At the completion of the course, students will be able to:

1. Analyze, synthesize, or deconstruct, and interpret and evaluate information and concepts on the stages of human development across or within the OT discipline to solve problems. (GE 1, 3, 8, IL)*
2. Identify, locate, evaluate, and use information on developmental stages effectively and responsibly to increase understanding of OT concepts. (GE 1, 3, 4, IL)*

3. Use appropriate language, conventions, elocution, poise, organization, supporting evidence, and content to effectively communicate patterns of development through the spoken word for the purpose and audience as it pertains to occupational therapy. (GE 1)
4. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate patterns of development in writing for the purpose and audience as it pertains to occupational therapy. (GE 1)
5. Identify, locate, evaluate, and use information on human development effectively and responsibly to increase understanding of its relationship to occupational therapy. (GE 1, 3, 4, 5, IL)*
6. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology, and biomechanics. (ACOTE 2018-B 1.1)
7. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology (ACOTE 2018- B 1.1)
8. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (ACOTE 2018- B 3.5)

*embedded critical thinking

B. Assessment Instruments

1. Demonstrations
2. Essays & papers
3. Journals
4. Tests & Quizzes
5. Presentations
6. Discussion
7. Case studies
8. Class participation
9. Online Forums
10. Assigned readings
11. Observational opportunities

VII. Grade Determinants

- A. Essays & papers
- B. Journals

- C. Tests & Quizzes
- D. Presentations
- E. Class participation
- F. Professional conduct
- G. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the courses.

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Student oral presentations
- E. Student collaboration
- F. Independent study
- G. Case studies
- H. Audiovisual (DVD's, YouTube)
- I. Online Forum assignments
- J. Assigned readings
- K. Observational opportunities

VIII. Texts and Materials

A. Required textbooks

American Occupational Therapy Association. (2018). Occupational therapy practice framework: Domain and process (4th ed). American Journal of Occupational Therapy, 68(Suppl. 1) S1-S48. <https://doi.org/10.5014/ajot.2020.74S2001> ISBN-13: 978-1569004883

Human Development and Performance Throughout the Lifespan
 Anne Cronin, Mary Beth Mandich
 2nd Edition
 ISBN-13: 978-1133951193
 ISBN-10: 1133951198

B. Supplemental textbooks

Pediatric Skills for Occupational Therapy Assistants, 5th Edition
 Jean Solomon, MHS, OTR/L, Jane Clifford O'Brien, PhD, OTR/L
 ISBN- 978-0323597135

Foundations of Pediatric Practice for the Occupational Therapy Assistant / Edition
 Amy Wagenfeld, 2nd Edition
 ISBN-10: 1630911240
 ISBN-13: 978-1630911249

Working with Children and Adolescents
 Janet DeLany, Margaret Pendzick
 ISBN- 0131719173

Making Play Just Right. Unleashing the Power of Play in Occupational Therapy.
 2nd Edition
 Heather Miller Kuhaneck, Susan Spitzer
 ISBN-13: 978-1284194654

Case Studies through the Health Care Continuum: A Workbook for the
 Occupational Therapy Student 2nd Edition
 Patricia Halloran, MBA, MA, OTR/L, Nancy Lowenstein MS, OTR, BCPR
 ISBN-13: 978-1617118333
 ISBN-10: 1617118338

Kids can be kids: A childhood occupations approach.
 Lane, S.J., & Bundy, A.C. (Eds.). (2012).
 ISBN: 978-0-8036-1228-0

*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Library
- B. Computer/computer lab

X. Honors Credit: N/A